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ABSTRACT

Recognizing the adverse effects of poverty on Mexican Americans, and determined to help narrow the barriers caused by a low socioeconomic status, Aims college, a locally funded institution in Weld County, Colorado, conceptualized and implemented a special needs program designed to provide vocational and occupational training for disadvantaged students. Reported in this document is an evaluative assessment of the program (Operation Bridge). Data for the study were obtained through written interviews, field visits, personal observations, and questionnaires. Findings include: (1) The program's enrollment is approximately 150, (2) Approximately six tutors are provided, (3) Participants are of Chicano origin and are between the ages of 14 and 20 years, (4) Students on the whole appreciate the program and efforts of the staff; however, some feel that it is too over-protective and problem-solving from the top, and (5) A skills center as well as a trades and industry institute constitute the program. Recommendations directed toward the administration, the advisory board, and the students are included. (Author/SN)

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# AIMS COLLEGE

# OPERATION BRIDGE PROJECT

## PHASE I

## PRELIMINARY EVALUATION REPORT

BY

NATIONAL SPANISH SPEAKING MANAGEMENT ASSOCIATION
1625 Eye Street, N.W., Suite 609
Washington, D.C. 20006

September 18-21, 1972

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## PREFACE

The National Spanish Speaking Management Association (NSSMA), contracted to do an evaluation of the Operation Bridge project at Aims College, Greeley, Colorado. Operation Bridge (OB) is a program in vocational education conducted under Part D of the Vocational Education Amendment of 1968, Public Law 900576, and serving the disadvantaged minorities of 17 communities in Weld County, Colorado, mostly of Mexican American extraction.

## INTRODUCTION

Aims College, a locally funded institution, is located in Weld County, a county having the largest dropout rate in the State of Colorado. Of the approximately 300 dropouts each year from the secondary schools within the Aims College district, 66% are of Mexican American descent.

While it is recognized that poverty and its adverse effects are not only limited to the Mexican Americans in this region, the low-income Mexican American family represents a unique need, which Aims College has tried to meet through the inception of a Special Needs Program established for disadvantaged students in the Fall of 1969.

Aware of its obligation to both the disadvantaged and to occupational education, Aims College proposed to expand the efforts and capabilities of the above program in order to develop an effective bridge that would span the cultural and social barriers of the Mexican Americans by providing for them a meaningful road to vocational education and occupational success.

Lacking adequate financial resources to implement a comprehensive program that would have a substantial impact on the problem, Aims College sought and obtained funding on February, 1971, for a three year period, from the Department of Health, Education and Welfare, under Title VII of the Civil Rights Law of October, 1964.

It is to the evaluation of this program that this report is addressed.

From September 18-21, 1972, a team of three members visited Aims College and conducted a preliminary evaluation of the Operation Bridge Program (hereafter referred to as OB). Heading the team from NSSMA were Kenneth Lujan, with research associates Richard Ortiz from San Antonio, Texas and Marcela L. Trujillo from Denver, Colorado.

This report constitutes Phase I of the evaluation and treats the dropout component of Operation Bridge in terms of:

1. Administrative operations
2. Student response, and
3. Community awareness

Preliminary recommendations are appended to the observations made by the evaluating team, after conferring with members of the administration, staff, Advisory Board, students and community.

All these preliminary observations concern the aspects of the program directly related to the specific objectives outlined in the Aims College Proposal, namely:

1. Prevocational and vocational counseling on the basis of the total family unit
2. K-12 Career Education within Weld County School Districts, including in-service training for teachers and administrators
3. Intensive tutorial assistance for all prevocational and vocational students participating in Operation Bridge
4. Formation and utilization of an advisory committee comprised of educational and manpower agencies
5. Establishment of a county-wide referral and outreach system for referring potential and actual high school dropouts to the program
6. Development of a prevocational career exploration course to expose the student to the many options available to him in the world of work

7. Development and utilization of a career skill center which offers significant exploratory "hands on" experience

8. Providing each Operation Bridge vocational student the opportunity for intensive vocational skill training within the available vocational-technical fields offered at Aims College

9. Providing part-time and full-time job referral and placement services.

Phase I of this evaluation deals with all of the above cited objectives of the program, with the exception of #2, related to the K-12 Career Education component. This aspect will be evaluated in Phase II of the proposed study.

School was not in session at the time this first part of the evaluation was made and the number of students contacted personally was therefore minimal. Also, it was not possible to interview as many members of the community, advisory committee and administrative staff as would have been desirable. The scope and over-all effectivity of this study are thus, limited. Observations mainly give a fairly clear picture of what the program is trying to accomplish, and recognize its major strengths and weaknesses. All this material is meant to prepare the groundwork for a more detailed and comprehensive evaluation to be completed during Phase II. It should be of assistance to the Aims College administrative staff in their efforts to redirect the accomplished goals so as to meet the aims of the originally proposed program.

The method of evaluation followed by NSSMA's team consisted exclusively of personal observation, field visits and written interviews. Different questionnaires were designed to investigate areas related to (1) administrative operations, (2) students' responses, (3) advisory committee's role and (4) community awareness (See Appendix B). These questionnaires will be refined for the execution of Phase II of the evaluation.

In addition to written reports by all persons contacted, there was research into administrative procedures and filing system. Investigation not restricted to the designed instrument of evaluation, adhered to the objectives of the OB proposal.

The Administration of Aims Junior College is comprised by:

Dr. Edward Beaty, President of Aims Junior College

Dr. Jay Williams, Vice-President of Aims Junior College

Dr. Richard Laughlin, Dean of Student Services

Dr. Rex Craig, Dean of General Studies

Mr. J. Toler, Business Management Officer

Mr. James Burden, Dean of Vocational Department

Mr. Robert Rangel, Dean of Special Needs and Director of Operation Bridge

All members of the Operation Bridge staff with the exception of part-time tutor-counselors were contacted, as follows:

Project Director, Robert Rangel

Counselors, Philip Rangel, Charlotte Andrade

Assistant Director, George Mata (Also Tutorial Director)

Employment Coordinator, Tomás Chagolla

Skills Center Director, Dr. David Bockman

OB Secretary, Lydia Mendoza

The following teachers who work with OB students were interviewed:

Robert Cloyd, Trade and Industry vocational instructor

Dean Burden, Chairman, Vocational Department

Dr. Dave Bockman, Director of Skills Center

Members of the community and of the Advisory Board were also contacted:

Anthony Espinoza, OB Advisory Board

Ernest Andrade, OB Advisory Board

Tom Canzona, Spanish Colony Recreation Center

Five students enrolled in the program were available for comments and observations:

Juan Luis Zamora, OB student

Mary Romero, OB student

Bryant Conner Jones, OB student

Gloria Lopez, OB student

Priscilla Soto, OB student

## HISTORICAL BACKGROUND

Aims College is a public two-year Junior College, located in Greeley, the county seat of Weld County, in Colorado. Greeley is the commercial and industrial center of one of the richest argricultural areas in the world.

Demographic data establishes the population of Weld County at 89,297. Of this number, 13,752 are of Mexican American descent, and of the total population, 35% fall under the poverty guidelines.

Serving a community with varying problems and special needs, the philosophy of Aims College has been developed around a sincere belief that each individual should be allowed an opportunity to succeed, regardless of past educational experience.

The "open door" admissions policy of the College strives to provide educational opportunities for each individual student enrolled in any one of its programs, be it GED, transfer, vocational, technical, or adult education.

Special Needs is one of several vocational-technical programs which were designed to prepare disadvantaged persons for employment in various commercial, industrial and technical enterprises. It is specifically geared to fill the void which exists in vocational education programs at the secondary level in this particular area.

The low income Mexican American family represents another need which can be met only be new and experimental programs.

To find solutions for the specific educational problems of these disadvantaged minorities, Aims College sought to procure funds for an Operation Bridge Program. The College possessed qualified personnel,

successful techniques, experimental methodology and the confidence of the target group. Financial resources were thus obtained from the Federal Government to subsidize the comprehensive program that is being evaluated here.

## EVALUATION

### The Operation Bridge Program

The average student who participates in the Operation Bridge program is a dropout, age somewhere between 14-20 years, and has been referred to OB by a high school counselor, a teacher, or someone in the community. He is usually a Chicano who has found that the public school system has failed him, has not been relevent, or has not responded to his needs. As a "failure" in school, he imagines himself to be a failure in society, and is suspicious of a structured education. OB aims to instill self-confidence into him, and with it, the security needed to succeed. The OB student responds to a humanistic approach in teaching and learning. Enrolled in GED classes, high school transfer courses or vocational occupations, he becomes optimistic about attaining a college education because staff and students in OB are motivating him to higher and vocational education, as well as giving him academic-vocational knowledge and experience.

One hundred and fifty (150) students are presently enrolled and are being serviced by Operation Bridge. Approximately two hundred (200) are expected to attend the fall semester.

The primary mission of the program is to help the Chicano find himself; to provide him with a survival skill that he can sell on the open market and then to motivate him to keep on upgrading that skill. While giving him a saleable skill, the student is also made aware of upgrading his community life and is taught how to be responsible to that community.

Under the first classification the following items are included: office forms, travelogues and all-purpose contact sheets. The all-purpose contact sheet is meant to be the student's monthly report to the Director. It contains the minutes of OB staff meetings and literature on classes in vocational education.

The Student Files are classified Active and Inactive and contain a "Graduate" Section identifying GED graduates and graduates of the five-week training courses.

Tutorial Services

There are five or six tutors presently employed in the OB program, all juniors and seniors screened and hired by Mr. George Mata. These tutors usually come from the University of Northern Colorado, and assist students in their own specialized fields. No tutor is guaranteed a position from quarter to quarter, although the trend is to employ them regularly in the field of Basic Education: Mathematics, English, Literature and Science.

The tutor, if he is not Chicano, is expected to empathize with disadvantaged students. At the initial meeting, a schedule and a convenient place of study are set up by him and his student. Not only must the tutor have expertise in his field, but he must be willing and able to counsel the student in personal problems when the need arises.

Tutors are hired according to need, so that the number varies from quarter to quarter. A one-to-one relationship exists between them and the students, except for cases where more than one student needs tutoring in the same subject. A classroom type situation is then created.

The strength of the program rests in its:

- philosophy of service to students with special needs,
- sensitivity to those needs,
- flexibility to new ideas and ability to grow with any activity that the student wants to pursue, and
- coordinated services and activities with the community.

Recruitment and Orientation of Students

OB counselors recruit the students from what is known as the Aims College county, comprising Weld County and some of the outlying areas. Visits are made to high school counselors in the district schools in order to identify potential dropouts and to make them known to the high school counselors who will ultimately refer them to OB. OB advertises the project through posters in community places, public service announcements on Radio KFKA and through personal contacts with all agencies in the area. There is a citywide referral network working directly with OB for this purpose.

Once the contact is made, counselors visit the home of the prospective student to elaborate on the program and services of OB. If the student is undecided as to what occupation he wants to pursue, he is referred to the prevocational classes and to the Skills Center, where he can do exploratory work. Moreover, he can complete his GED while enrolled in prevocational classes.

If the student declares an interest in a particular occupation, he may be taken for an on-the-site observation of the actual work. If he still shows an interest, he, along with others, will attend

an orientation session on the aspects of vocational training in order to become familiar with what Aims College has to offer.

There is no set registration date. Students may register and begin actual classwork at any time during the academic year. There are no diagnostic tests that will map out progress at this time, but counselors agree that it usually takes no more than one quarter for the student to make a final decision on his choice of occupation.

Counseling and File System

A student's file in the counselor's office picked at random contained the following:

- Registration form - two copies
- Registration card - denoting the number of credit hours student is enrolled in
- Personal comments on counseling
- Course information on classes student is taking
- Counselor Contact Summary Sheet - details of home visit, e.g., who was present and subject discussed

The counselor keeps a daily contact sheet and records the purpose of these visits, whether they are intended for academic counseling or for job seeking. This sheet also records time spent with each student.

Files are structured into two areas: (1) Accountability Information-Counseling Spectrum and (2) Student Files.

Achievement is measured by a marking system graded A, B, C, IP (In Progress) and INC. INC. ("Incomplete"), means that the student is expected to repeat some aspects of the course in order to make the grade. Since students are not under the pressure of passing or failing, no checks are made on tutoring sessions. However, tutors can and do contact the counselors about any unusual absences.

After every fifth meeting, tutors are requested to submit to Mr. George Mata a written progress report, which is kept in each student's file.

The OB program demands that all classes in Vocational-Education be vocationally oriented. A student group helps select teachers and subject matter in various academic areas and the program adds or deletes classes as case may be. OB prevocational and vocational students are free to take electives in the liberal arts.

Supportive Assistance

Outside of tuition and book waivers, students do not automatically receive financial aid to provide for living expenses. There are approximately 25 work-study slots available for OB students, and they are in competition with other Special Needs students.

OB counselors assist students in the areas of academic studies, vocational occupations and employment. For serious personal problems students are referred to the Mental Health Center.

Employment Services and Opportunities

Students are encouraged to determine how and which classes my be innovated in the OB program, so as to provide them with a

meaningful experience in the world of work. Some subject areas suggested by the students are:

- ° Creative writing
- ° Community exploration
- ° Operating a small business
- ° Play production
- ° Printing and photography
- ° Modern poetry
- ° Automotives

Dropouts are counseled by the Top Placement Coordinator in the area of job application and are also helped in finding employment. During the summer, several profitable activities in the line of work experience were designed in order to initiate students into responsible occupational work. An Aims College lawn mowing service and a course on how to run a small business proved to be very profitable. Students who participated in these and other activities related their satisfaction at having learned to work with the OB newspaper, how to run office machines, etc. As of the Summer of 1972, there was a total of 98 job orders and 168 applicants. The highest paid job was for a Head Start health coordinator, and the lowest paying job was for baby sitting.

Services Provided by Operation Bridge in the Exploratory World of Work

A. Skills Center

The Study Skills Center, an exploratory center in vocational training, is located about a mile and a half from the Old Aims Lincoln Building. No regular students

from the campus are enrolled in this program and transportation facilities are made available to all those who participate.

Mr. Robert Rangel hired Dr. David Bockman as vocational instructor for the Skills Center, and although he recognizes Mr. Rangel as his ultimate superior, Dr. Bockman has complete control of the Center. OB counselors have rarely been utilized by Dr. Bockman in handling problems at the Center, but he has asked them to attend staff meetings on occasion.

Working with the general OB objectives, Dr. Bockman developed his own methodology. Instruction is measured by questionnaires filled out by the students and submitted to Mr. Rangel. There was a part-time assistant at the Center this summer, which has made more noticeable the need of a full time assistant, in order to release Dr. Bockman for more concentration time with individual students.

The environment at the Center is relaxed. Dr. Bockman has not developed a classroom type situation, but he does use the board when he wishes to emphasize a point wherein all will benefit. There were 12-14 students participating in this program this summer. They were provided with general information about the equipment at hand and given ample knowledgeable experience that was career oriented.

Time cards are used in order to provide a job environment for the sutdents, and they in turn write "in" and "out", giving a brief summary of what they do in the shop. This constitutes a report for the week, which is subsequently kept on file.

Although this is an experimental situation, Dr. Bockman plans to build an 8 x 10 house according to code specifications. Students will therefore get an on-the-spot idea of contractors' experiences in building. They will actually be involved in doing the wiring and the plumbing.

B. Trades and Industry Institute

The Trades and Industry building is located 3/4 of a mile from the central campus. This shop houses an Institute that is used as a vehicle for training students, although the actual work is done at a house on 14th Avenue. Because Aims College has a high school program that utilizes these classrooms during the day, students sometimes meet at the house instead of coming to the T&I building.

Migrant students attending this Institute and coming from the areas of Fort Lupton and Keenesburg, are faced with transportation problems that cause much absenteeism. The instructor, Bob Cloyd, has asked these students to be present a certain percentage of the time and has sometimes contacted OB counselors concerning this situation.

OB Administrative Procedures

Mr. Robert Rangel, Dean of Special Needs, is also Director of Operation Bridge. Mr. Rangel stands between the high administrative staff and his staff of 20 people in OB in addition to a total of 117 in Special Needs.

An organization pattern is followed, whereby Mr. Rangel dictates policy and writes job descriptions. The OB staff does not adhere to rigid lines of a hierarchical structure, but rather, works as a team. Operations and administration are divided in terms of responsibility. All handle phone calls, personal visits and administrative duties. Much paper work comes in which cannot be absorbed and delegations of authority exist in an informal sense. Support and encouragement are given to the staff by Mr. Rangel, who interjects the cultural value of "personalismo" (personalism) in his daily contacts. Regular staff meetings are held wherein problems and conflicts are resolved. It is obvious that the staff is loyal to the Program Director.

Delegation of Authority

Mr. Robert Rangel has the authority to approve leaves, vacations and travel. He permits the counselors to travel and to make home visits. When he himself travels, the Vice-President authorizes his travel and per diem. Mr. Rangel can write either an advancement or a reimbursement request. In the case of an advancement request, he must produce receipts that cover the projected expenditures on the advancement. Travel requests reflect mileage in the case of of in state travel, destination, purpose of travel, and time of departure and return.

Frances López, secretary of Special Needs, is also the head secretary. She trains, helps and oversees the secretaries' output. Secretaries report to the counselors, to the Director, and to the Assistant Director.

Delegation of authority is understood by all employers. If the director is gone, Mr. Mata makes decisions and signs requisitions. Frances coordinates the different projects and orders the consumable supplies. The correspondence control system consists of an incoming and outgoing file, but no reports control system exists to insure timely submission of reports. If reports do come in, they are sporadic.

Financial Procedures: Purchasing, Inventory

There are various program funds which are distinguished by separate code numbers. Checks are not signed in advance and no cash records are kept. The general ledger contains separate categories for accounts receivable. The fiscal officer, Mr. Jerry Toler, sends the Program Director a monthly ledger to account for his expenditures and balance.

Vouchers and requisition forms are submitted to the finance office and signed by Mr. Rangel. Numbered checks and supporting documents impressed with a "Paid" stamp are used, in order to prevent duplication of payments. Aims College provides furniture, equipment and other utilities.

Requisitions for purchases are approved by Mr. Rangel and Mr. Mata: Miss López has tentative authority over this. All purchase requisitions are checked with the budget to verify the existence of a budget line authorizing such a purchase, and a code system is used for every item that can be purchased.

Purchase orders are used to cover all purchases and receiving reports indicate receipt of all merchandise. At the finance office, invoices are kept to match the purchase order, indicating that an item was received or a service was performed prior to the issuing of the check. OB was audited two months ago by state and federal authorities.

Recruitment of Staff Applicants

Job vacancies are advertised through the media, through the Placement Bureau and through the Advisory Council. Mr. Rangel uses the format policies and standard application forms published by the Administration of the College. In the screening and hiring of his staff, however, other qualifications such as the following are considered:

° Empathy for the disadvantaged

° Knowledge of the barrio system and target community

Operation Bridge does not have a policy manual and the OB staff is currently using the regular Aims College faculty handbook.

The applicant's folder contains the following information:

- Letter of appointment
- Application remarks
- Reference checks
- Application form
- Authorization for promotions with proper documentation
- Personal commendations
- Record of adverse actions

Orientation

The college provides an employment packet which includes information about PERA, medical and life insurance and other related policies. Initially, orientation meetings are held for the benefit of all new employees, in order to brief them on the objectives and the philosophy of the project. Mr. Rangel also synthesizes the philosophy of youth and adult education so that there will be no generation gap at OB.

Time and Attendance

Time and attendance reports are required of all employees. Mr. Rangel signs them and sends them to the Finance Office. Hourly employees are not guaranteed a minimum of work, but OB will not pay them for more than 60 hours a month. Secretaries are the only employees allowed to claim compensatory time.

Evaluation of Personnel

Secretarial staff is evaluated on a quarterly basis and this evaluation is properly documented. the Director makes personal evaluations and speaks with the staff, only as problems arise. A staff promotional raise of 6% every year reflects the cost of living.

Mr. Rangel is responsible for the operational system, but all staff contracts are signed by the President of Central Aims College. To date, OB does not have a training model for all members of the staff. Individual staff members are encouraged to obtain degrees in their respective areas in order to enrich their background and safeguard their positions in the future.

Students' Attitudes and Responses

From a sample interview of five students participating in the OB program, the overall impression is one of appreciation on their part for the care and concern manifested by the teachers and counselors. Interpersonal relations therefore, seem to be very good. This, of course, provides a positive and healthy working environment.

Several students have manifested a desire for more creative leadership on the part of the administration and the staff. If this is a prevalent expectation, it reveals the existence of some felt-needs that are not being met. The program, in some ways, tends to be too paternalistic, too over-protective, too problem-solving from the top. If not enough allowance is made for self-determination and decision-making on the part of the students, some measures ought to be taken to improve this situation.

If students appreciate teachers, counselors and staff, as it is evident they do; if deeper needs must be filled; and if the staff is competent to bring them about, there should evolve healthier, give-and-take and less "yes, man" relationships. A greater share of conflict and confrontation should bring about a more dynamic and realistic program.

Community and Advisory Committee

A questionnaire will be formulated for members of the community, in order to evaluate the impact that the Operation Bridge project is having in the Aims College community. This area will be evaluated

further in Phase II of this study in order to obtain a more realistic appraisal of the outreach and effectivity of OB objectives in terms of community problems and community needs.

Members of the community will be asked to comment on:

- Their awareness of the existence of the OB program at Aims College
- Any contacts they may have had with students that participate in the program
- Any improvement they may have noticed in these students
- Any impact, positive or negative, felt within the community, as a result of the existence of the program, or as a result of involvement by students who are enrolled in it
- Any specific needs of disadvantaged youth that are not being met by organizations, schools, centers in the area, and/or the Operation Bridge program
- Their role in the accomplishment of Operation Bridge program objectives.

Interviews reveal the following:

- The Advisory Board does not know its responsibilities to the overall accomplishment of the OB program objectives or vice-versa;
- The Advisory Board is not communicating properly with the program officers;
- Advisory Board meetings, if held at all or if attended regularly by all Advisory Committee members, are not serving the needs of the program.

These observations should be taken into consideration for the overall improvement of the program.

## RECOMMENDATIONS

### ADMINISTRATION

#### The Director

The Director handles too much paper work that absorbs much of his time.

It is recommended that the Director devote more time to administrative duties, attending conferences, getting more involved in community affairs and promotion work, in order to procure more funds for Operation Bridge. Daily routine office work should be left to the Assistant Director and the secretaries.

#### The Staff

The Operation Bridge staff is strong in program goals, but lacks in-service training on management techniques and procedures.

It is recommended that management procedures be clearly identified and properly channeled; and that job descriptions delineate in writing the responsibilities of every member of the staff.

Personnel policies are weak.

It is recommended that the Operation Bridge personnel adopt a policies and procedures manual.

Special Needs students constitute 30 percent of the student population at Aims College and staff awareness of their differences is weak.

It is recommended that sensitivity training sessions be required for Aims' administration until more minorities can be hired. It is further suggested that the consultants for these training sessions be Mexican Americans from Weld County, especially from the OB Community Advisory Board and OB staff.

No provisions are made to channel necessary recommendations and/or grievances from the staff.

It is recommended that grievance procedures be implemented.

Tutors

Due to the fact that school was not in session when the evaluation was done, part-time tutor-counselors were not interviewed. No suggestions are therefore given in this area.

Communications

There is no communication at the present time between the OB counselors and the head counselors of Aims College.

It is recommended that all counselors work more closely together.

The present office space allocation is inadequate.

It is recommended that the Director and the Assistant Director be given a front office with the regular corps of Aims College administrative officials.

It is further suggested that the Director and the Assistant Director be housed in one office and thus, reduce communication problems caused by dispersal of documentation. This would allow the Assistant Director to gain a first hand knowledge of administrative duties that will integrate OB with the rest of Aims College operational administration.

ADVISORY BOARD

It is recommended that the Advisory Board become more active in terms of awareness of the Operation Bridge project.

It is recommended that the Advisory Board members be invited to all staff meetings.

It is suggested that the Advisory Board form a task force to help the OB Director negotiate for new funds from local, state, and federal sources.

It is suggested that the Advisory Board be involved in setting up an Ad-Hoc Committee that will deal with future legislation.

It is recommended that more Operation Bridge participants and/or members of disadvantaged families be named to state and regional boards, in order to offer viable contributions along the lines of effective policy making.

It is strongly recommended that the OB staff become more involved in community affairs in order to be more realistically aware of existing problems.

STUDENTS

Counseling Services

The counseling offices scheduled to be opened shortly are inadequate. They are too small, lack doors and ceilings, and are close to the waiting area.

It is recommended that the counseling offices be relocated to another section of the building where the students will have more room and privacy.

Homes are not visited faithfully and regularly.

It is recommended that more counselors be hired in order to make possible frequent and consistent home visits, follow up contacts, and well documented reports.

A counselor model does not exist, nor does the OB program specify the target areas of counseling and referral.

It is recommended that there be two counseling components in OB, one for K-12 and one for the dropout component. Ideally, one of the counselors of the dropout component could be housed in the high school with the largest number of dropouts.

In-service training and continuing education of counselors is not properly encouraged.

It is recommended that OB counselors enroll in cooperative education

courses at the University of Northern Colorado, in order to obtain credit for work done at the OB project and for in-service training that the chief project and for in-service training that the chief counselor at Aims College could provide. The chief counselor could be responsible for giving the grade and the University of Northern Colorado could provide accreditation.

Transportation Facilities

Physical distance between buildings causes attendance and tardiness problems. At the present time, OB students are commuting between three buildings; the Lincoln Building, the T&I Building on the central campus, and the Foster Building. The Foster Building is 2 miles from Central; the T&I is 3/4 mile from Central Aims; and the house on 14th Avenue where the T&I students meet is 1 1/2 miles from central Aims.

It is recommended that the Special Needs program and contracted projects that deal with Special Needs be centralized, in order to be of access to students who come from target areas.

Distance between buildings presents a commuting problem.

It is recommended that a communication system be set up, with buses running back and forth at reasonabley set times. Transportation facilities should be arranged to fill these needs:

° Providing a bus for OB students;

° Reimbursing mileage, and/or

° Providing car pools or shuttle buses.

Financial Input

Special Needs students constitute 30 percent of the student population at Aims College and student employment opportunities are meager.

It is recommended that there be more financial input for student retention. If there is no retention in the form of financial aid, the dropout rate will be higher. Aims College is a developing institution and could very well qualify for funds destined for Special Services. A proposal should be drafted to this effect. Should the College re-

to retain OB students in school in the event that federal funding is phased out. Special Services allows students to receive a salary for a work/study job. The University could arrange to pay 80% and the employer the 20% difference.

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Submitted by National Spanish Speaking Management Association (NSSMA)

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Aims College, NSSMA Correspondence File

Operation Bridge, An Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth,

A Proposal for Exemplary Program in Vocational Education

Summer of '72, Operation Bridge, Aims College

LUIS A. CARDONA

Executive Director

Mr. Cardona has acquired a rich body of knowledge through direct involvement with Puerto Rican, Mexican American, Cuban, and other Spanish-speaking community groups throughout the United States. His participation has been as a member of the community, consultant or administrator of federal, state, and local programs. He received an MA in Public Administration from Oklahoma University in 1969; and a BA from Long Island University in 1955.

His professional career has been broad and rich. He held the positions of Deputy Commissioner of HRA's Manpower and Career Development Agency in New York City. As Deputy Commissioner, he developed the organizational plan and structure for the management of a $100,000,000 budget. As Regional Director of Neighborhood Youth Corps, Manpower Administration of DOL, he was responsible for the administration, evaluation and development of grants; maintained liaison with heads of states, municipalities, and other organizations. As Special Assistant for the Regional Council in Region II, his dual role involved being the interagency liaison for OEO in negotiations with DHEW, DOL, and HUD, as well as the designer of the structure and planning system for the Regional Council.

Mr. Cardona's involvement with Spanish-speaking groups has been continuous. For ten years he was the National Coordinator of Employment Programs for the Migration Division of the Department of Labor of the Commonwealth of Puerto Rico. This position allowed him to influence national and local policies that affect the status of Puerto Ricans in the labor market.

Mr. Cardona, as a consultant, has assisted various organizations in developing their program goals and strategies; some of these entities were: the Inter American Development Bank; the Cabinet Committee on Opportunities for the Spanish Speaking; DOL Manpower Administration and Job Corps; OEO; City of New York HRA; Puerto Rican Forum, Inc.; and the Puerto Rican Community Development Project in New York City.

Approximately twenty publications have been released by Mr. Cardona in the fields of Interagency Coordination, Manpower Programs and Bilingual Education.

KENNETH LUJAN

Director of Community Relations

Mr. Lujan is a key figure in the development of migrant programming. His influence as an advocate for more responsive program designs, proponent for effective legislation, and his ability to mobilize a wide variety of resources for migrant projects has earned Mr. Lujan a national reputation for his effectiveness.

His work experience includes activity as Project Director of Manpower Programs for the Colorado Migrant Council, 1967-1972. In this capacity, Mr. Lujan was able to develop the Colorado Migrant Council into the most effective and responsive migrant service project in the country. Today, the Colorado Migrant Council serves as a model of sound design, administration, and service delivery.

Prior experience includes work with the Colorado Employment Service as a Farm Labor Representative.

Mr. Lujan received his A.A. degree from Oceanside and Carlsbad Junior College in Oceanside, California. He earned his B.A. in Business Economics from the University of Colorado, and is currently pursuing graduate studies at Antioch College and George Washington University in Personnel Management.

Mr. Lujan's national reputation is also related to his activity as a Consultant. His efforts have led to funding of projects amounting to $5,000,000.00. He has also assisted with his training and resource mobilization skills such agencies as:

- Amigos Unidos Credit Union, Texas
- Colorado Migrant Council
- Migrant Agencies, Texas
- State Office of Economic Opportunity, Denver, Colorado
- Community Development Corporation, Denver, Colorado
- Colorado University, Denver Center

# BIOGRAPHICAL SHEET

| | |
|---|---|
| NAME: | Marcela Christine Lucero Trujillo |
| ADDRESS: | 1735 West 51st Avenue, Denver, Colorado |
| MARITAL STATUS: | Divorced |
| NUMBER OF CHILDREN: | One, Patricia, born in 1955 |
| BORN IN: | Alamosa, Colorado |
| EDUCATIONAL BACKGROUND: | B.A. English and Education, Denver University, 1959<br>M.A. Spanish, Kansas University, 1968<br>30 hours toward Ph. D., University of Colorado, Boulder |
| LAST EMPLOYMENT: | Director, Mexican American Education Program and Mexican American Studies, University of Colorado, Denver Center, 1100-14th Street, Denver, Colorado 80202 |
| PRESENT EMPLOYMENT: | Pinto Project - Counselor |
| PROFESSIONAL RECORD: | 10 years of teaching: English language and literature<br>Spanish language and literature<br>French language and literature<br>English as a foreign language |
| PLACES OF EMPLOYMENT: | Spanish Departments, University of Colorado and University of Kansas<br>English as a foreign language at the Intensive English Center, University of Kansas, Lawrence, Kansas and<br>Center for Students from Abroad, Denver University, Denver<br>Shaw Hights Jr. High (Adams County)<br>Cole Jr. High (Denver)<br>English and Spanish at University of Colorado, Denver Center<br>Mexican American Studies, University of Colorado, Denver Center |
| MEMBERSHIPS AND ACTIVITIES: | National Council, Teachers of English<br>Teachers of English as a Foreign Language Association<br>Kappa Delta Pi (Education)<br>Phi Sigma Iota (Modern Language)<br>Sigma Delta Pi (Spanish)<br>National Concilio, Chicano Studies<br>Executive board Member, Colorado Committee Mass Media for the Spanish Surnamed<br>Director, Chicano Drama Contest - Grantee from Colorado Council on Arts and Humanities<br>Member, IMAGE (Inc. Mexican Americans, Government Employees)<br>National Task Force of Chicanos in Social Work Education |

Chicano Teachers of English, National Council Teachers of English
Proposal Supervisor, Colorado Pinto Priject
Advisory Board, Chicanos in Special Services in Colorado
Asst. Producer "Feliz Navidad", Ch. 9, December 23, 1971.
Task Force - Concilio de Unidad for L.A.D.S. Chicano inmates, Colorado State Penitentiary
Editorial Board, Epoca, Journal for National Concilio for Chicano Studies
Advisory Board for Chicano Activities, Denver Public Library

TRAVEL STUDY:

National Education Assn. Travel Study to Mexico, Summer, 1960

HONORS:

Spelling Champ Award, 8th grade Sacred Heart, Denver
Editor of the Cardinal, high school newspaper
Denver Post Student Editor, high school
Extension magazine student editor, high school
Miss Cardinal, Annunciation High School
Four-year shcolarship to Loretto Heights (from High School)
Scholarship award to Denver University 1957-1959
Teaching fellowship at University of Kansas, Intensive English Center
Fellowship, graduate study, University of Colorado, Boulder 1969-1070
Teacher of the Year, Univesity of Colorado, Denver Center, 1971

PUBLICATIONS:

Editor of the Cardinal, a high school newspaper
Columnist for the Denver Post. I was a Denver Post student editor and took turns writing the weekly columns
Book reviewer for T'Akra, Loretto Heights Quarterly
Poetry for Foothills, a Denver University literary quarterly, 1959
Poetry in National Anthology of College Poetry, 1959
Poetry in Penny Poetry, University of Colorado, Boulder, 1962
"Colorado" apoem in Spanish published in El Tiempo
"What does Chicano mean?" an essay in The Denver Post, Perspective Section, January 1970
Guidelines for Employment in Chicano Studies June 1970
Book review on Mexican Americans in School: A history of educational neglect by Thomas Carter
A book entitled Chicano Essays of Marcela Trujillo, is now being published.

RICHARD A. ORTIZ

Technical Assistance Specialist

Mr. Ortiz received his B.A. and M.A. degrees from St. Mary's University in San Antonio, Texas with national honors in Political Science and History.

As President and Executive Director of YMI, Inc., he has been intensively involved in the design and management of manpower programs for Spanish-speaking youth. Also has produced a film and training materials to be utilized in the sensitizing of State and Regional Government officials to the needs of the Spanish-speaking community.

As Assistant Director for Educational Systems Corporation, Texas, Mr. Ortiz was involved in providing management and technical assistance to migrant assistance programs throughout Texas and the West, designing program techniques and staff training.

Mr. Ortiz gained access to about twenty major Spanish-speaking communities in the Midwest, East, and Southwest, as Regional Manpower and Youth Specialist for the Manpower Assistance Project, Inc. He provided technical assistance to youth programs in management techniques, design of education and economic development components.

In his capacity as Director of Training and Job Development for the New Careers Concentrated Employment Programs in San Antonio, Texas, he directly affected the career plans of hundreds of Mexican Americans and Blacks, for whom he planned new program approaches, developed careers, conducted training, and influenced the community agencies in placing them in new careers.

Significant contributions have been made as a Consultant to the Cabinet Committee on Opportunities for the Spanish Speaking. Activities included preparation of special reports, and technical assistance in proposal writing for Spanish-speaking groups in Seattle; Salt Lake City; Springfield; Massachusetts; Los Angeles; and San Antonio, Texas.

Recipient of a HUD Fellowship in Public Administration, Mr. Ortiz' prior experiences include: Basic Education Instructor for San Antonio; Field Representative for Security First National Bank Regional Office in Long Beach, California.

NILSA J. SANDIN

Director of Program Development

Miss Nilsa J. Sandín, a native of San Juan, Puerto Rico, brings to NSSMA an experienced background in the fields of Education, Guidance and Counseling.

Miss Sandín received her B.A. degree from Siena Heights College in Adrian, Michigan, with majors in Education, Modern Languages and Social Studies. She additionally pursued university studies in the areas of Romance Languages, Cultural Anthropology, Puerto Rican History and Education at Rosary College, Chicago, Illinois; Barry College, Miami, Florida; and the University of Puerto Rico in Río Piedras. She is presently fulfilling requirements for the M.A. degree in Modern Languages at the Catholic University in Washington, D.C., to be completed this year.

Miss Sandín's work in the educational field has involved actual teaching experience through the Elementary, Junior-High, Senior-High and College levels. Her endeavors have brought her in contact with educational trends and youth group programs and needs in different areas of the U.S., Puerto Rico, the Dominican Republic and Nassau in the Bahamas.

In Puerto Rico, she was recently associated with Puerto Rico Junior College in Río Piedras, as a Professor of Puerto Rican History and Modern Languages. In the Dominican Republic, as High School Principal, she was actively involved in program evaluation and revision of existing educational curricula, as well as being instrumental in fomenting and organizing community action programs involving minority groups in the capital area of Santo Domingo and in the outer provinces of the Dominican Republic.

Miss Sandín's direct contact through the channels of education with a variety of cultures in different countries, have contributed to her first-hand knowledge of and experience with the varying needs of students from all levels of society and have directed her interests to involvement with programs of social and educational concern.

ROCELIZ VELEZ

Director of Administration

Ms Rocéliz Vélez, a native Puerto Rican, brings to NSSMA broad experience in the field of office management. At Caribbean Advertising Company, an Advertising and Public Relations Agency in San Juan, Puerto Rico, for seven years she was in charge of the Production and Traffic Departments, as well as of the coordination of office services and administration of personnel.

In 1967 Miss Vélez' services were sought by Engineering Science, Inc., consultant firm in Washington, D.C., in order to help and organize the new headquarters for the company in the East Coast. For four years she was office manager.

She also provided special services as a translator of all engineering materials from English to Spanish to be distributed throughout South America.

She holds certificates from the University of Puerto Rico on Advanced Advertising Techniques, and from Georgetown University in Washington, D.C. on Advanced Translation.

At NSSMA, Ms Vélez is particularly responsible for the development of the organizational plan and structure providing for the administration of a budget in excess of $500,000.00.

Ms Vélez' expertise includes:

Comprehensive experience in the design, development and implementation of proposals and programs that meet federal, state, and local stipulations, with particular knowledge of fund raising resources and their requirements.

Responsibility for the development of an organizational structure and plans of operations. The key elements in planning include such factors as: definitions of problems and objectives; multi-agency planning, the development of feedback systems, designed to achieve policy and procedural changes to achieve objectives shared by the four departments.

Knowledge of personnel management practices, job analysis, wage and salary studies, and development of personnel codes and program operational manuals.

Methods of improving work measurements or performance standards.

Coordination of operating reports, such as time and attendance records, terminations, new hires, transfers, budget expenditures, and statistical records of performance data.

Preparation of reports including conclusion and recommendations for solution of administrative problems. Issues and interprets operating policies.

Experience in the design and development of comprehensive management information system for maximum efficiency of agency operations and communications for internal and external usage.

Study of management methods in order to improve workflow, simplify reporting systems, forms control, office layout, suggestion system, personnel requirements, and performance standards, to create new systems or revise established procedures.